

Teacher Support from Coaches

Carmel Clay Schools are Making it Happen!



WE ARE a vibrant community that enjoys a history of strong support for public schools. Carmel, Indiana, is centrally located in Hamilton County, the fastest growing county in the State, and the Carmel Clay Schools are integral to the fabric of the community. With a K-12 student enrollment of over 16,000 students, the district has a history of setting the highest achievement goals for students and maintaining strong links to the community and its residents. Partnerships with a wide range of community groups, dedicated and supportive PTOs, and a School Board committed to stakeholder participation and public outreach create the foundation for sustaining strong communication and interaction across the community. These interactions infuse the system with the enthusiasm, support, and resources necessary to reach and exceed stakeholder expectations.

Academic achievement and student well-being, as described in the district's vision and belief statements, have always been at the core of the Carmel Clay Schools. The success of the school system, as reflected in achievement data and noteworthy student outcomes over the years, stands in testimony to the intensity with which educators and the community are united in this pursuit.

OUR STUDENTS & FAMILIES are the priority. The Carmel Clay School district is committed to the pursuit of excellence on behalf of all of its students. The continuous improvement process, grounded in a recursive cycle of data analysis, strategically identified goals, well-leveraged action plans, dedicated efforts, and reflective practice, provides a solid framework for the aligned efforts of all stakeholders.

OUR PROMISING PRACTICE

The instructional interventionist/coach works in collaboration with staff in each of the district's elementary and middle schools to develop appropriate programs and practices to enable all students to attain their full potential. The instructional interventionist/coach uses collaborative resource management, differentiation, focused class visits, demonstration lessons, co-planning, co-teaching, and peer coaching.

Coaches maintain a log that captures time, topic, teacher, and task for all coaching interactions. They also collect exit slip data from the teachers who work with them.

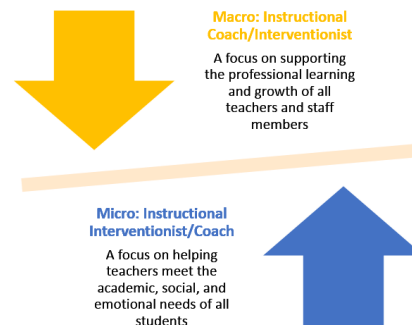
We have found through our internal documentation that the practices that result in the most sustainable, high-level impact on professional practice are co-planning, peer coaching and co-teaching.

OUR STEPS

Job-Embedded, Aligned Support



A Dual Focus: The Macro and the Micro



IN OUR OWN WORDS

"I am very glad that I reached out to you and asked for guidance about planning and facilitating guided reading groups. You showed me a wealth of resources I didn't know I had, acknowledged what I was already doing well, and gave me many great ideas for kicking it up a notch and moving forward...teaching can feel very lonely when you are trying to figure out SO much all at once. I love that you were able to visit my classroom and observe me in action, and that your follow-up was soon afterward. It was obvious that you put a lot of thought into our meeting and did a lot of planning for it as well. Working with you was so helpful, very pleasant, and gave me confidence. I will definitely be calling on you again!" - Carmel Clay Schools first grade teacher

For more information about our school or corporation, email: mmcfarla@ccs.k12.in.us
or visit our website: <http://www1.ccs.k12.in.us/district/home>